DOCUMENT RESUME

ED 091 810 EA 006 156

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TITLE	A Capsule Description of High School Seniors. Base-Year Survey. National Longitudinal Study of the High School Class of 1972.
INSTITUTION	National Center for Educational Statistics (DHEW/OE), Washington, D.C.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	DHEW-OE-74-11116
PUB DATE	74
NOTE	41p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.85)
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Career Planning; Cocurricular Activities; Educational Programs; Educational Research; *Goal Orientation; Grade Point Average; High School Curriculum; High School Graduates; Homework; Longitudinal Studies; National Surveys; Private Schools; Public Schools; Secondary School Counselors; *Seniors; *Student Attitudes; Student Employment; *Student Experience

ABSTRACT

In the spring of 1972 almost 18,000 seniors, from over 1,100 public and nonpublic high schools, participated in the first phase of a longitudinal study intended to supply the educational community with facts on the flow of young adults through the postsecondary educational-occupational system. Followup data will be requested from these young adults at intervals over a projected total period of 6-8 years. These data will facilitate the identification of major branching or decision points that affect educational and life patterns in the immediate postsecondary period. Additionally, these data are intended to provide valuable information for planners, policymakers, and educational researchers as a basis for improving the educational system by making it more responsive to students and their needs. The report first describes the planning and development of the study and then presents a brief description of the characteristics, plans, and attitudes of the students as they were about to leave high school. (Author/MLF)

SOME HIGHLIGHTS

The following estimates were derived from data provided by the probability sample of seniors who participated in the base-year survey of the National Longitudinal Study of the High School Class of 1972.

Three-fourths of the class of 1972 seniors had jobs during their last year of high school; over one-third of the jobholders worked at least 20 hours per week.

"Poor study habits" was the most often cited of 14 potential impediments to high school education.

When it comes to selecting a job or career, the 2 factors most often marked (in a list of 10) as being very important were "opportunities to be helpful to others or useful to society" and "opportunities to work with people rather than things." The least often cited factors were "making a lot of money" and "the chance to be a leader."

While the majority of seniors rated their schools as "excellent" or "good" with regard to reputation, facilities, and quality of instruction and counseling, only 29 percent of those expressing an opinion gave their schools high marks in "job placement of graduates."

Almost 90 percent of all seniors felt their schools should have "provided more help for students who were having trouble with subjects like math and reading." At least two-thirds of those expressing an opinion thought their schools should have placed "more emphasis on vocational and technical programs," offered more "practical work experience," and done more to help students "find jobs when they leave school."

The vast majority felt they usually could see a guidance counselor when necessary and could get the information they needed from the counselor.

Almost 50 percent thought that attending college would account for the largest share of their time during the year after high school and another 9 percent believed that attending a trade or business school would be their predominant activity.

Over 40 percent of the seniors felt they or their parents would be able to pay for more education without financial aid.

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DHEW Publication No. (OE) 74-11116

NATIONAL LONGITUDINAL STUDY

of the High School Class of 1972

A Capsule Description of High School Seniors

Base-Year Survey

by
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National Center for
Educational Statistics
Office of Education

EA 006 156

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1974

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 - Price 85 cents

FOREWORD

In the spring of 1972 over 1,000 public and nonpublic high schools, o relatively short notice, participated in the first phase of the National Longi tudinal Study of the High School Class of 1972. These schools cooperated with the National Center for Educational Statistics through its contractor, the Educational Testing Service (ETS), in gathering extensive data from and about a sample of almost 18,000 of their seniors and about 1,800 12th-grade counselors. The success of the base-year survey depended on the voluntary cooperation of these schools, and the U.S. Office of Education (USOE) is grateful for the time, energy, and resources so willingly and generously given by their staffs and students during a very busy time of year.

Followup data will be requested from these 18,000 young adults at intervals over a projected total period of 6 to 8 years. Thus the study will make repeated observations of the same individuals over the period when their career paths begin to emerge. By examining the relationships between their schooling and other experiences and their subsequent choices and progress, we hope to provide valuable information for planners, policymakers, and educational researchers to use in improving the educational system by making it more responsive to students ano their needs.

This report was prepared to provide participating school personnel and other concerned educators with a short summary of the National Longitudinal Study and some of the results to date. Part I of this report describes the planning and development of the National Longitudinal Study. Part II presents a brief description of the characteristics, plans, and attitudes of the students as they were about to leave high school. A comprehensive, detailed presentation of the base-year survey findings will be published later. In-depth analysis involving followup as well as base-year data will be initiated in the coming months.

Elmer F. Collins, Chief,
Statistical Analysis Branch

Dorothy M. Gilford
Assistant Commissioner for
Educational Statistics

ACKNOWLEDGMENTS

Many people and organizations contributed generously to this undertaking. Unfortunately, it is not possible to list the names of all those who helped plan and carry out the study, and an apology is due to those whose names have been omitted.

Dorothy M. Gilford, Assistant Commissioner for Educational Statistics, supplied the initial impetus for the study and guided its design and implementation. Harold Nisselson developed the technical specifications for the sampling plan and survey operations and furnished valuable technical assistance throughout. Ezra Glaser, Richard M. Berry, Marjorie O. Chandler, and Elmer F. Collins of the National Center for Educational Statistics also played important roles in various stages of the study.

A USOE users' committee made an invaluable contribution to the design of the study. In addition to persons representing the National Center for Educational Statistics, the committee members included Pamela H. Christoffel and Emmett L. Fleming of the Office of Planning, Budgeting, and Evaluation; Leroy A Cornelsen and Theda A. Cotton of the Bureau of Occupational and Adult Education; William C. Gescheider and Suzanne Henderson of the Bureau of Postsecondary Education; and Lois L. Elliott of the Bureau of Programs for the Handicapped.

The primary external advisory committee consisted of educational research experts and representatives of various educational organizations:

Luis Alvarez, ASPIRA of America
Lowell A. Burkett, American Vocational Association
Angus Campbell, Institute for Social Research
Donna Chiles, American Professional Guidance Association
Forrest E. Conner, American Association of School Administrators
Robert L. Ebel (Chairman), Michigan State University
W. Todd Furniss, American Council of Education
Fred Harcleroad, American College Testing Program
Owen B. Kiernan, National Association of Secondary School Principals
Hugh W. Lane, National Scholarship Service and Fund for Negro Students
Benjamin Lawrence, National Center for Higher Education Management Systems, WICHE
B. Alden Lillywhite, Council of Chief State School Officers
Ruth H. Mancuso, New Jersey State Board of Education
Robert G. Schrader, Wyoming State Department of Education
Eleanor Sheldon, Social Science Research Council
Russell Vlaanderen, Education Commission of the States

In addition, two other advisory committees, representing State data needs and interests, were chaired by Thomas Kendig of the Pennsylvania State Department of Education. Members of one or both of these committees were:

Gordon Ascher, New Jersey
Clyde Bezanson, Minnesota
Charles Blackman, Missouri
Walter Howard, Texas
James Impara, Florida
Phillip Kearney, Michigan

William J. Brown, Jr., North Carolina
James Burke, Connecticut
Robert A. Burns, Idaho
Keith Cruse, Texas
Jess Pat Elliott, Georgia
William Fisher, Texas
Jerry Hammett, Ohio
John Heim, New York
William Hennis, North Carolina
Carol Kominski, Rhode Island
Robert Little, Colorado
Alan Metcalf, Washington
Andrew Nutt, Texas
Harry Phillips, Virginia
Stanley Rumbaugh, Michigan
Eugene Tallent, Kentucky
G. Emerson Tully, Florida
Harry Wolford, Ohio

The Educational Testing Service (ETS) of Princeton, N.J., was the major contractor for the base-year survey. The ETS project staff, under the directorship of Thomas L. Hilton, provided the test battery and carried out all activities associated with the collection and summarization of base-year survey data. The Research Triangle Institute designed and carried out a pilot study of the base-year survey and has major responsibility for the first followup survey. The U.S. Bureau of the Census did pilot-study work for the first followup survey and is responsible for field enumeration activities. WESTAT, Inc., selected the sample of schools in accordance with NCES' specifications.

My colleague, William B. Fetters, prepared the material for this report from documentation provided by ETS.

Bruce W. Thompson
Project Officer, Base-Year Survey
Statistical Analysis Branch

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INTRODUCTION

In 1968 the National Center for Educational Statistics (NCES) conducted a survey of educational policymakers and researchers to determine specific statistical needs. The respondents expressed a need for student data that would permit comparisons of student educational experiences with later outcomes. In 1969, NCES started planning for a national longitudinal survey of high school graduates as the first in a series of longitudinal studies of educational effects. A representative sample of high school seniors was to be selected, traced through postsecondary experiences, including education and training, and then followed for some time after entering the job market.

In April 1970, leading educational researchers and administrators met with Federal officials in Washington, D.C., to advise NCES on plans for a national longitudinal survey. The resulting National Longitudinal Study of the High School Class of 1972 reflected their guidance and the interests of a number of USOE bureaus, including the Office of Planning, Budgeting, and Evaluation, the Bureau of Postsecondary Education, the Bureau of Occupational and Adult Education, the Bureau of Programs for the Handicapped, as well as the National Center for Educational Statistics. Four advisory committees provided guidance in the planning and implementation of the survey. One committee was composed of research experts and representatives of various educational organizations; two others were made up of officials of State education agencies; and the fourth, an internal USOE users' committee, represented the data needs of the various offices and bureaus of the U.S. Department of Health, Education, and Welfare (DHEW) and USOE.

Survey data collection instruments and procedures were designed during the 1970-71 school year and tested on a small sample of seniors in the spring of 1971. The full-scale study was initiated in the spring of 1972. Over 1,000 public and nonpublic schools and almost 18,000 seniors participated in the base-year survey. Attempts were made to contact these same individuals again in the fall of 1973 for followup information concerning their activities since leaving high school and their plans with regard to education, training, and jobs. From time to time in the future, additional information will be sought from these young adults.

The unique orientation of the longitudinal approach (i.e., the concern with the lives and developmental patterns of individuals over a period of time) is essential for determining the effects of educational programs, policies, and practices. The longitudinal design permits the identification of temporal sequences of changes in variables, an important step in the detection and explication of causal associations among variables. Examination of the educational and occupational experiences of individuals and of the development of their aspirations, attitudes, and activities provides the broad predictive and diagnostic information needed for meaningful educational planning. The full value of the longitudinal approach will be realized only when data on the same individuals are analyzed for two or more points in time. Analysis of fall 1973 data in conjunction with spring 1972 data will begin in the coming months.

The study will supply the educational community with facts on the flow of young adults through the postsecondary educational-occupational system. These data will facilitate the identification of major branching or decision points that affect educational and life patterns in the immediate postsecondary period. It will allow linkages or path choices to be traced, estimates of the associated transition probabilities to be made, and conclusions about the relative importance of the factors which determine these transition probabilities to be drawn.

PART I. THE BASE-YEAR STUDY

Sample

The study design called for a national probability sample of over 21,000 seniors in 1,200 schools. The sample of schools was chosen from a universe that was stratified by seven main variables:

- Type of control (public, nonpublic)
- Geographic region (Northeast, North Central, South, West)
- Grade 12 enrollment (under 300, 300-599, 600 or more)
- Proximity to institutions of higher education
- Percentage of minority students enrolled
- Income level of community
- Degree of urbanization

On the basis of these variables, a total of 600 strata were identified and 2 schools were selected with known probabilities from each stratum. One-half of the strata were constructed so as to contain schools located in communities with low incomes or high minority proportions so that, for analytical purposes, the sample would include adequate numbers of disadvantages students. (Appropriate adjustments for this oversampling of disadvantaged students were made when calculating national estimates.) Then, a random sample of 18 seniors, or fewer in the case of very small schools, was drawn from the roster of each cooperating school. A random sample of at most two 12th-grade counselors was also selected from each cooperating school.

The study excluded schools for physically or mentally handicapped students, schools for legally confined students, and schools (such as area vocational schools) where students were also enrolled in other schools included in the sampling frame. The study design also excluded certain categories of students such as early graduates and adult education students.

Procedures

From the inception of the study, it was recognized that the guidance and cooperation of the educational community was absolutely essential. Chief State school officers, kept informed about the project as plans developed, were asked to appoint State coordinators to maintain liaison between the project staff and the educational agencies, and to assist in securing the approval of district superintendents and the participation of selected schools. After district superintendents agreed to participate, they forwarded letters to the principals of the sample schools, asking them to take part in the study and to appoint a survey administrator to be responsible for collecting data in each school.

From the beginning, elaborate precautions have been taken to safeguard the anonymity of the participating students and schools. In this study, NCES and the contractors' staffs are concerned only with statistics on large groups of students and schools; names of individuals are needed only for followup purposes. The file of names and addresses is kept separate from the data base in secure storage.

Data Collection

Each senior in the sample was asked to complete a Student Questionnaire dealing with factors relating to future education and career development. The Student Questionnaire provided information about the following areas:

- High school experiences (programs, grades, activities, jobs)
- Attitudes and opinions (about high school, selecting a career, persons who influenced the students' plans, self-esteem, and ability to complete college)

—Plans for the future (plans for the coming year, long-range educational and career goals, plans to use financial aid programs)
—Biographical information (sex, ethnicity, socioeconomic status, parental press for education)

In addition, each student took a 69-minute test battery measuring both verbal and nonverbal ability. Scores were generated in the following six areas:

—Vocabulary (ability to understand the English language)
—Mathematics (ability to solve reasoning problems involving mathematics)
—Reading (ability to read and understand nontechnical material)
—Picture-number associations (rote memory)
—Letter groups (ability to find general concepts)
—Mosaic comparisons (perceptual speed and accuracy)

The survey administrators also used school records to obtain some information about each student. The Student's School Record Information Form includes data about courses taken, test scores, grades, transfer status, remedial instruction, participation in special programs, and parents' names and address.

In addition to the three instruments for collecting data from and about individual students, two other forms, the School Questionnaire and the Counselor Questionnaire, were employed in the survey. The survey administrators completed the School Questionnaire, which provided the following kinds of information:

—Programs and students (grade structure, enrollment by curriculum, programs for the handicapped and disadvantaged, teaching, absence and dropout rates, racial-ethnic makeup, college recruitment efforts)
—Resources (participation in Federal programs, teacher turnover, percentage of teachers with advanced degrees, library and other facilities, age of buildings, nearness to postsecondary institutions)
—Grading system

A maximum of two counselors at a given school filled in the Counselor Questionnaire, providing data about training, experience, activities, assignments, methods, workload, and resources used.

Of the schools contacted, 1,044 (87 percent of the target number of 1,200) were able to participate in the spring of 1972. Since data collection took place very late in the school year, lack of time to prepare for the survey was, by far, the most common reason given by selected schools for declining to participate. An average of 17 students per participating school took part, of a targeted maximum of 18.

The resulting sample of 17,726 students produced varying response rates for individual data collection forms. The Student Questionnaire was completed by 16,409 persons (93 percent), and the test battery was taken by 15,625 (88 percent). The Student's School Record Information Form was filled out for all but 33 of the 17,726 students—a nearly 100-percent completion rate. The School Questionnaire was completed by 1,038, or 99.4 percent of the participating schools; the Counselor Questionnaire was filled out by 1,804 counselors in 1,040 schools.

In the summer of 1973 NCES contacted the schools that initially were unable to participate in the base-year survey. Nearly all of these "resurvey" schools provided names and addresses for random samples of 18 of their class of 1972 seniors, and will furnish School Questionnaire data and information about individual former students who have agreed to participate in the National Longitudinal Study. The addition of "resurvey" schools should boost the total sample size to close to the targeted 1,200 schools and over 21,000 individuals.

PART II. A CAPSULE DESCRIPTION OF THE HIGH SCHOOL CLASS OF 1972

This part of the report presents a short description of the seniors of the class of 1972. The statistics were selected from four-way cross-tabulations (by sex, race, curriculum, and father's education) of answers to the base-year Student Questionnaire and Student's School Record Information Form. The significance of the facts in this report, and of other base-year statistics not discussed here, will be greatly intensified when analyzed in relation to fall 1973 and subsequent followup data. In-depth analysis of the base-year survey's student information, relating it to school data and to followup data collected in the fall of 1973, will be initiated in the coming months.

Throughout the report, all statistics for separate subgroups (e.g., girls or blacks) exclude (a) students with missing data on any one of three classifier variables (sex, race, and curriculum) and (b) students who described themselves as belonging to a racial-ethnic group other than "white or Caucasian" or "black or Afro-American or Negro." (In order to obtain more homogeneity in the summary statistics, students who described themselves as Mexican American or Chicano, Puerto Rican, or other Latin American were excluded from the classification "white.")

The figures presented are provisional subject to minor adjustments when the data base is augmented by information from individuals who went to high schools that initially were unable to participate in the study.

Seniors' Last Year of High School

1. **Curriculum.** Survey administrators classified 32 percent of the students as being in general programs, 44 percent in academic or college preparatory programs, and 24 percent in vocational-technical programs. The students, however, did not always classify themselves in the same way as the survey administrators did. For example, only 61 percent of the students classified in the general program by survey administrators reported themselves as such, while 20 percent said they were in an academic program and 19 percent in a vocational-technical program. The match between administrator and student perceptions was greater for students classified by administrators as being in an academic program; 79 percent of these students indicated they were in an academic program. Many more whites than blacks, 48 percent versus 27 percent, were classified by administrators as being in an academic program.

Parents were most frequently cited (by 29 percent of the seniors) as having a very important influence on their choice of curriculum. Next most often mentioned as being very influential were friends of the same age (15 percent) and guidance counselors (also 15 percent). Cited less often were teachers other than guidance counselors (10 percent), adults not mentioned elsewhere (7 percent), relatives other than parents (6 percent), principals or assistant principals (3 percent), and clergymen (2 percent).

2. **Grades and Homework.** The most widely used high school grading system, according to survey results, was the numerical grade-point average. This system was employed with 57 percent of the students; average letter grade was used with 27 percent of the students, and percentage grade average with 14 percent. Only 2 percent of the students were graded by other systems.

Girls received better grades in high school than boys but they also tended to spend more time on

homework. About 60 percent of the girls, but only 41 percent of the boys, reported grade averages of "B" (80-84) or better. About 44 percent of the girls reported spending at least 5 hours per week on homework, whereas only 26 percent of the boys reported spending this much time.

3. **Work in Paid or Unpaid Jobs.** Slightly over three-fourths of the class of 1972 worked during their senior year. About 44 percent of employed boys and 29 percent of employed girls worked at least 20 hours per week. Just over one-third of those who worked felt their jobs lead to work they would like to do in the future.

4. **Factors Interfering With Education.** The students were asked to indicate whether each of 14 listed factors had interfered with their high school education. The seniors blamed their own "poor study habits" more often than any other factor, 65 percent of the boys and 49 percent of the girls citing this as an interfering factor. The four factors marked with next highest frequency involved the school's courses and teachers. The complete list follows:

	Percentage indicating "interfered a great deal" or "interfered somewhat"
"Poor study habits"	57
"School doesn't offer the courses I want to take"	51
"Poor teaching"	50
"Teachers don't help me enough"	49
"Courses are too hard"	42
"Don't feel part of the school"	37
"Worry over money problems"	30
"Family obligations (other than money problems)"	26
"Find it hard to adjust to school routine"	24
"Parents aren't interested in my education"	23
"Lack of a good place to study at home"	23
"My job takes too much time"	19
"My own ill health"	12
"Transportation to school is difficult"	11

5. **Values and Self-Concept.** In response to a question dealing with life values, the 10 items presented were rated as "very important" by the following percentages of seniors: "Being successful in my line of work" (84 percent), "finding the right person to marry and having a happy family life" (82 percent), "having strong friendships" (79 percent), "being able to find steady work" (78 percent), "being able to give my children better opportunities than I've had" (67 percent), "working to correct social and economic inequalities" (27 percent), "having lots of money" (18 percent), "getting away from this area of the country" (15 percent), "being a leader in my community" (12 percent), and "living close to parents and relatives" (8 percent).

Regarding the selection of a job or career, the factors indicated most often as being "very important" were "opportunities to be helpful to others or useful to society" (53 percent) and "opportunities to work with people rather than things" (49 percent). Many students also felt it was "very important" to have "opportunities to be original and creative" (39 percent) and to be "living and working in the world of ideas" (35 percent). The more practical aspects of a job or career were marked less frequently as being "very important," as follows: "Opportunities for moderate but steady progress rather than the chance of extreme success or failure" (34 percent), "avoiding a high pressure job that takes too much out of you" (31 percent), "having a position that is looked up to by others" (25 percent), "freedom from supervision in my work" (23 percent), "making a lot of money" (22 percent), and "the chance to be a leader" (16 percent). Although the rank order of these 10 career-choice factors was essentially the same for girls and boys, girls placed considerably more stress than boys on helping others and working with people, and gave much less emphasis to the factors involving supervision, money, and leadership.

Only 9 percent agreed with the statement that "good luck is more important than hard work for success." About three-fourths of the seniors felt they had the ability to complete college; 18 percent were not sure; and 8 percent felt they did not have the ability.

Seniors' Perceptions of High School

1. **General School Characteristics.** Seniors were asked to rate their schools on a 4-point scale ("poor," "fair," "good," "excellent") or to indicate "don't know" with regard to each of 10 characteristics. The percentage who marked "don't know" varied over the items from less than 1 percent to more than 30 percent. Of those who did rate their schools, over one-half marked "good" or "excellent" on 9 of the 10 items. The characteristic that received the lowest rating by far was "job placement of graduates." Only 29 percent of those expressing an opinion rated their schools as "good" or "excellent" in this regard. The ranked list of characteristics follows:

	Percentage indicating "good" or "excellent"
"Reputation in the community"	74
"Condition of buildings and classrooms"	68
"Quality of academic instruction"	66
"Student guidance and counseling"	65
"Library facilities"	64
"Quality of vocational instruction"	62
"Equipment used in vocational courses"	60
"Extracurricular facilities"	58
"Teacher interest in students"	51
"Job placement of graduates"	29

2. **School Practices.** Seniors tended to be less content with school practices in specific areas then they were the more general school characteristics. Of the eight items presented, the greatest number of seniors (89 percent) expressed dissatisfaction with the amount of assistance given students needing help in such subjects as math and reading. (It should be noted that respondents were given the option of marking "does not apply." The percentage of seniors who marked this option ranged from 3 percent to 18 percent over the various items. The percentages presented in the table are for only those students who felt the items did apply.) The complete list of items, in rank order, is as follows:

	Percentage agreeing
"School should have provided more help for students who were having trouble with subjects like math and reading"	89
"School should help students find jobs when they leave school"	77
"School should have placed more emphasis on vocational and technical programs"	71
"School did not offer enough practical work experience"	68
"School should have used teaching machines or computer-assisted instruction more extensively"	52
"School should have placed more emphasis on basic academic subjects (math, science, English, etc.)"	51
"Most required courses here are a waste of time"	51
"School should have used more television lectures"	46

3. **Teaching Techniques.** In an eight-item list, "listening to the teacher's lecture" was marked most often (by 83 percent) as having been used fairly often or frequently in their senior-year courses. The following three methods were also employed often with a large proportion of the students: "Writing essays, themes, poetry, or stories" (64 percent), "participating in student-centered discussions" (60 percent), and "working on a project or in a laboratory" (48 percent). On the other hand, only small proportions of seniors reported that their courses employed the following four methods fairly often or frequently: "Having individualized instruction (small groups or one-to-one sessions with a teacher)" (24 percent), "using teaching machines or computer-assisted instruction" (12 percent), "going on field trips" (11 percent), and "watching television lectures" (6 percent).

4. **Guidance Counseling.** More than 99 percent of the seniors reported their schools had a guidance counselor. Only 5 percent said they had never needed to see a guidance counselor. Of the remaining 94 percent, 89 percent felt that they usually had access to a guidance counselor when they wanted or needed one, and 85 percent said

the guidance counselor usually had the needed information.

Although 63 percent of the seniors expressing an opinion agreed with the statement that the "school provided me with counseling that will help me continue my education," only 38 percent agreed with a similar statement regarding help in finding employment.

Seniors' Plans for the First Year After High School

1. **Nature of Their Plans.** The seniors were asked: "What is the one thing that most likely will take the largest share of your time in the year after you leave high school?" As shown in the table below, 50 percent of the seniors indicated that they planned to attend college full time or part time. Almost equal numbers of boys and girls had college plans. The percentage of blacks expecting to attend college was 43 percent. By curriculum classification, we find the following proportions planning to attend college the first year after high school: Almost four-fifths of academic or college preparatory students, one-third of general program students, and slightly over one-sixth of those in vocational or technical programs.

The second most frequently cited activity, indicated by 26 percent of the students, was full-time work. Nine percent planned to attend a trade or business school full time or part time. The remaining 15 percent were almost evenly spread over the following five categories: "Regular military service or service academy" (3 percent),

	Percentages indicating planned primary activity							
		High school program			*Sex*		*Race*	
	All seniors	*Academic*	*General*	*Vocational–technical*	*Boys*	*Girls*	*Whites*	*Blacks*
Total	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*
Total planning to attend college, full time or part time	49.9	79.1	33.9	17.8	51.4	50.1	51.6	43.4
Four-year college or university	33.6	60.7	17.1	6.6	35.5	33.6	34.7	33.2
Junior or community college								
Academic course	10.8	13.7	11.2	5.3	10.8	11.1	11.6	5.2
Vocational-technical course	5.4	4.7	5.6	5.8	5.1	5.4	5.3	5.0
Total not planning to attend college	50.1	20.9	66.1	82.2	48.6	49.9	48.4	56.6
Full-time work	25.6	8.5	33.0	46.4	24.0	25.9	24.5	28.8
Trade or business school, full time or part time	9.1	4.8	11.1	15.2	7.6	10.8	8.9	12.4
Military service or service academy	3.5	2.4	4.6	4.4	6.2	0.9	3.4	4.1
Apprenticeship or on-the-job training program	2.8	1.1	4.7	3.8	4.2	1.4	2.8	3.0
Homemaking	2.8	1.0	4.2	4.5	0.0	5.6	2.9	2.0
Part-time work without school or college attendance	2.1	1.0	3.1	2.8	1.9	2.3	2.0	2.6
Other (travel, break, no plans)	4.1	2.1	5.5	5.1	4.7	3.0	3.9	3.6

NOTE.--Detail may not add to totals because of rounding.

"full-time homemaker" (3 percent), "apprenticeship or on-the-job training program" (3 percent), "part-time work without school or college attendance" (2 percent), and "traveling, taking a break, or no plans" (4 percent). The table on page 8 shows planned primary activities in full detail for seniors classified by curriculum, sex, and race. (It should be noted that the planned activities are not exclusive; for example, a student planning to work full time may also plan to take a night course. Such secondary activities are not presented in the table.)

The fall 1973 followup survey will reveal how many students did not fulfill their plans, why they did not, and what their new plans are.

2. **Persons Who Influenced Their Plans.** The overwhelming majority of students thought they themselves had had "a great deal of influence" on their own post-high school plans. Of the other nine categories of persons listed in this question, parents and friends of the student's own age were most frequently named. In rank order, the complete list is as follows:

	Percentage indicating "a great deal of influence"
"Yourself"	91
"Your parents"	43
"Friends your own age"	25
"An adult not mentioned elsewhere"	17
"A relative other than your parents"	14
"A teacher other than a guidance counselor"	10
"A guidance counselor"	9
"Clergyman (minister, priest, rabbi, etc.)	3
"The principal or assistant principal"	1
"State employment service officer"	1

3. **Timing of Their Decisions.** The decision about whether or not to attend college was made by 42 percent of the respondents by the end of 9th grade. About 20 percent indicated that they had decided while they were in grades 10 or 11, and 19 percent indicated they decided in their senior year. A fairly sizable number (19 percent) were still undecided late in their senior year.

4. **Sources of Financial Aid for Further Study.** About 41 percent of all seniors, but only 29 percent of the blacks, agreed that "my parents or I will be able to pay for more education without getting *any* financial aid." Almost equal numbers of students planned to use each of the following three fund sources for further study beyond high school: "Regular bank loan" (22 percent), "college or university scholarship or loan" (21 percent), and "State or local scholarship or loan program" (20 percent). About 17 percent planned to use College Work-Study Program funds, and 10 percent planned to use scholarships from private organizations or companies. Thirteen other possible sources of program funds mentioned in the Student Questionnaire were cited by 9 percent or less of the reporting seniors. Many students felt, however, that they did not know enough about some of these programs to answer the question. This was the case for about one-fourth of the seniors with regard to each of the following five programs: Federal Guaranteed Student Loan Program, Educational Opportunity Grant Program, Health Professions Student Loan Program, Health Professions Scholarship Program, and National Defense (Direct) Student Loan Program.

The full list of 18 financial aid programs in rank order by percentage of seniors planning to use them is shown in the table on page 10.

Seniors Planning To Go to College

The following information is based on the responses of those students planning to attend college full or part time, or to take college-level correspondence courses.

1. **Type of College Chosen.** About 31 percent of all students with college intentions planned to attend 2-year colleges; 65 percent planned to attend 4-year colleges or universities. Four percent were still undecided between the two types of institutions. The corresponding figures for blacks were 23 percent (2-year), 73 percent (4-year), and 4 percent (undecided).

	Percentage planning to use program	Percentage not answering due to lack of knowledge
Regular bank loan	22	11
College or university scholarship or loan	21	14
State or local scholarship or loan program	20	15
College Work-Study Program	17	21
Scholarship from a private organization or company	10	18
Social Security Benefits for Students Aged 18 to 22	9	15
National Defense (Direct) Student Loan Program	7	24
Federal Guaranteed Student Loan Program	7	28
General Scholarship Program*	7	24
Educational Opportunity Grant Program	6	28
Veterans' Administration survivors' benefits or direct benefits (GI Bill compensation or pension)	5	18
ROTC Scholarship Programs	3	16
Nursing Student Loan Program	2	18
Health Professions Student Loan Program	2	26
Law Enforcement Education Program	2	21
Health Professions Scholarship Program	2	25
Nursing Scholarship Program	2	18
Veterans' Administration War Orphans Educational Assistance Program	1	19

*The "General Scholarship Program" is a fictitious program included in the questionnaire to help assess the validity of student responses.

About 30 percent of all students planning to go to college had not yet been accepted by any college or university. For blacks, the figure was 46 percent. About 12 percent of the blacks, but only 5 percent of the whites, did not expect to attend college until January 1973 or later.

2. **Reasons for College Choice.** The "availability of financial aid" and "college expenses" were cited by the majority of blacks as being "very important" in the choice of college. The "availability of specific courses or curriculums" was reported to be "very important" by most students regardless of race. The complete ranked list of the 13 college-choice considerations in the questionnaire item follows:

	Percentage indicating "very important"	
	All students	Blacks only
"Availability of specific courses or curriculums"	62	61
"Reputation of the college in academic areas"	43	42
"College expenses"	41	56
"Availability of financial aid"	29	64
"Able to live at home and attend the college"	22	20
"College admission standards"	22	39
"Advice of your parents"	21	32
"Able to return home frequently because of nearness of the college"	18	21
"Reputation of the college in athletic programs"	8	14
"Advice of a counselor or teacher"	7	17
"Friends' plans to attend the college"	6	8
"Parents attended the college"	1	4
"Availability of an ROTC or other officer training program"	1	3

3. **Sources of Financial Support.** About 84 percent of those planning to attend college expected to utilize savings or summer earnings to pay some of the costs of their college education. About 78 percent expected to obtain money from their parents. Fifty-five percent expected to use money earned while attending college. About one-fourth expected to get money from each of the following four sources: "College Work-Study Program," "private scholarship or grant," "other loan," and "other sources." About one-eighth of those planning to go to college the year after high school expected to use each of the following: The National Defense (Direct) Student Loan Program, the Federal Guaranteed Student Loan Program, and the Educational Opportunity Grant Program. The percentages of blacks planning to use various financial sources differed greatly in many instances from the percentages applicable to the overall population. For example, in comparison with the general population, more blacks intended to utilize the College-Work-Study Program (53 percent versus 26 percent), the Educational Opportunity Grant Program (38 percent versus 11 percent), the National Defense (Direct) Student Loan Program (30 percent versus 12 percent), and the Federal Guaranteed Student Loan Program (25 percent versus 12 percent).

Seniors Planning To Work Full Time

Almost one-fourth of the seniors who planned to work full time intended to continue their schooling part time the year after high school. Those who did not plan to continue their schooling were given a list of 15 possible reasons for not continuing and were asked to indicate which reasons applied to themselves. At least one-fourth of the respondents cited each of the following: "My future plans do not require more schooling" (48 percent), "want to take a break, may attend school later" (44 percent), "plan to be married" (48 percent of girls, 29 percent of boys), "need to earn money before I can pay for further schooling" (34 percent), and "school is not for me—I don't like it" (29 percent). Thirty-five percent indicated "other" reasons. "Poor high school grades or poor scores on college admission tests" was marked as a reason by 23 percent of the boys and 14 percent of the girls. The eight reasons indicated least frequently were: "Need to earn money to support my family" (15 percent), "failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc." (10 percent), "lack of high school credits required for college entrance" (8 percent), "discouraged from continuing by parents" (8 percent), "am waiting to enter armed service" (7 percent), "lack of a school within commuting distance of my home" (3 percent of whites, 11 percent of blacks), "discouraged from continuing by teachers or counselors" (4 percent), and "applied at one or more schools but was not accepted" (3 percent).

Of those planning to work full time, 65 percent of the boys, but only 39 percent of the girls, had definite jobs to enter after graduation.

Appendix

RELEVANT PORTIONS OF THE QUESTIONNAIRE

(Pages with questionnaire items related
to information in this report)

National Longitudinal Study of the High School Class of 1972
Student Questionnaire

OMB No. 51-S-72008
Approval expires 1-31-73

OE FORM 2348, 2/72

Social Security Number

DIRECTIONS

- This questionnaire is divided into sections of questions. All students are asked to start by answering questions in the sections lettered A, B, and C. Then you will be asked to follow the directions to answer questions in the sections that apply to *your* particular plans for the year after you leave high school.
- Read carefully *all* directions for each question you answer. It is important that you follow these directions carefully.
- When you are asked to circle a number, please make a heavy black circle. Here is an example.

What grade are you in?	(Circle one.)
Grade 9	1
Grade 10	2
Grade 11	3
Grade 12	(4)

- Circle as many numbers as the directions indicate for each question you answer.
- Completely erase any answers you wish to change.
- When you have completed the questionnaire, put it in the envelope that has been given to you and seal the envelope. No one at your school will see or read your answers.

This questionnaire is not a test. You may omit any question that you or your parents would consider objectionable.

School Code | | | | | Student Number | | |

Sex	(Circle one.)
Male	1
Female	2

Date of Birth		
Mo.	Day	Year

Please complete the information above.

SECTION A Your high school experiences . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

1. When do you expect to graduate from high school?

(Circle one.)

I will leave high school before I graduate	1
Now through June 1972	2
July or August 1972	3
September 1972 through January 1973	4
February through June 1973	5
After June 1973	6

2. Which of the following best describes your present high school program?

(Circle one.)

General	1
Academic or college preparatory	2
Vocational or technical:	
Agricultural occupations	3
Business or office occupations	4
Distributive education	5
Health occupations	6
Home economics occupations	7
Trade or industrial occupations	8

3. How important was each of the following in influencing your choice of your present high school program?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
Your parents	1	2	3
A relative other than your parents	1	2	3
A guidance counselor	1	2	3
A teacher other than a guidance counselor	1	2	3
The principal or assistant principal	1	2	3
Clergyman (minister, priest, rabbi, etc.)	1	2	3
An adult not mentioned above	1	2	3
Friends your own age	1	2	3
Yourself	1	2	3
I had no choice; it was the only program available at my school	1	2	3
I had no choice; I was assigned to it	1	2	3

4. How often has each of the following been used in the courses you are taking this year?

(Circle one number on each line.)

	Never	Seldom	Fairly often	Frequently
Listening to the teacher's lecture	1	2	3	4
Participating in student-centered discussions	1	2	3	4
Working on a project or in a laboratory	1	2	3	4
Writing essays, themes, poetry, or stories	1	2	3	4
Going on field trips	1	2	3	4
Having individualized instruction (small groups or one-to-one with a teacher)	1	2	3	4
Using teaching machines or computer-assisted instruction	1	2	3	4
Watching television lectures	1	2	3	4

5. Which of the following best describes your grades so far in high school?

(Circle one.)

Mostly A (a numerical average of 90-100)	1
About half A and half B (85-89)	2
Mostly B (80-84)	3
About half B and half C (75-79)	4
Mostly C (70-74)	5
About half C and half D (65-69)	6
Mostly D (60-64)	7
Mostly below D (below 60)	8

6. Have you ever heard of or participated in any of the following high school educational programs?

(Circle one number on each line.)

	Never heard of this program	Have heard of this program but have not participated	Have participated in this program
Cooperative Vocational Education Program (Co-op Program)	1	2	3
High School Vocational Education Work-Study Program	1	2	3
Neighborhood Youth Corps	1	2	3
Talent Search	1	2	3
Upward Bound	1	2	3

7. Approximately what is the average amount of time you spend on homework a week?

(Circle one.)

No homework is ever assigned	1
I have homework but don't do it	2
Less than 5 hours a week	3
Between 5 and 10 hours a week	4
More than 10 hours a week	5

8. On the average over the school year, how many hours per week do you work in a paid or unpaid job? (Exclude vacations.)

(Circle one.)

None	0
Less than 6 hours	1
6 to 10 hours	2
11 to 15 hours	3
16 to 20 hours	4
21 to 25 hours	5
26 to 30 hours	6
More than 30 hours	7

9. Do any of the following statements describe your work?

(Circle one number on each line.)

	Yes	No	I do not work
My job is related to my studies	1	2	3
My job leads to work I'd like to do in the future	1	2	3
I work mostly on the weekends	1	2	3
I work mostly during the week	1	2	3

10. Have you participated in any of the following types of activities, either in or out of school this year?

(Circle one number on each line.)

	Have not participated	Have participated actively	Have participated as a leader or officer
Athletic teams, intramurals, letterman's club, sports club	1	2	3
Cheerleaders, pep club, majorettes	1	2	3
Debating, drama, band, chorus	1	2	3
Hobby clubs such as photography, model building, hot rod, electronics, crafts	1	2	3
Honorary clubs such as Beta Club or National Honor Society	1	2	3
School newspaper, magazine, yearbook, annual	1	2	3
School subject matter clubs such as science, history, language, business, art	1	2	3
Student council, student government, political club	1	2	3
Vocational education clubs such as Future Homemakers, Teachers, Farmers of America, DECA, OEA, FBLA, or VICA	1	2	3

11. Do you feel that you can usually get to see a guidance counselor when you want to or need to?

(Circle one.)

Yes	1
No, but my school does have a guidance counselor	2
No, my school does not have a guidance counselor	3
I have never needed to see a guidance counselor	4

12. Does your guidance counselor usually have the information you feel you need?

(Circle one.)

Yes	1
No, but my school does have a guidance counselor	2
No, my school does not have a guidance counselor	3
I have never needed to see a guidance counselor	4

13. How often have you discussed your plans for after high school with the following people?

(Circle one number on each line.)

	Never	Seldom	Often
Your parents	1	2	3
A relative other than your parents	1	2	3
A guidance counselor	1	2	3
A teacher other than a guidance counselor	1	2	3
The principal or assistant principal	1	2	3
Clergyman (minister, priest, rabbi, etc.)	1	2	3
State employment service officer	1	2	3
An adult not mentioned above	1	2	3
Friends your own age	1	2	3

14. How much has each of the following persons influenced your plans for after high school?

(Circle one number on each line.)

	Not at all	Somewhat	A great deal
Your parents	1	2	3
A relative other than your parents	1	2	3
A guidance counselor	1	2	3
A teacher other than a guidance counselor	1	2	3
The principal or assistant principal	1	2	3
Clergyman (minister, priest, rabbi, etc.)	1	2	3
State employment service officer	1	2	3
An adult not mentioned above	1	2	3
Friends your own age	1	2	3
Yourself	1	2	3

15. Have your teachers or counselors ever tried to influence your plans for after high school?

(Circle one number on each line.)

	Discouraged me	Didn't try to influence me	Encouraged me
To go to college	1	2	3
To go to vocational, technical, business, or trade school	1	2	3
To enter an apprenticeship or on-the-job training program	1	2	3
To enter the military service	1	2	3
To get a job immediately after high school	1	2	3

16. What do most of your close friends plan to do next year?

(Circle one.)

Enter the military service	1
Go to vocational, technical, business, or trade schools	2
Become full-time homemakers	3
Go to college	4
Enter apprenticeships or on-the-job training programs	5
Go to work full-time	6
I don't know	7
Other	8

SECTION B Your attitudes and opinions . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

17. How much has each of the following interfered with your education at this school?

(Circle one number on each line.)

	Not at all	Somewhat	A great deal
Courses are too hard	1	2	3
Teachers don't help me enough	1	2	3
School doesn't offer the courses I want to take	1	2	3
My job takes too much time	1	2	3
Transportation to school is difficult	1	2	3
Parents aren't interested in my education	1	2	3
Don't feel part of the school	1	2	3
Find it hard to adjust to school routine	1	2	3
Poor teaching	1	2	3
Worry over money problems (repayment of loan, support of dependents, family income, etc.)	1	2	3
My own ill health	1	2	3
Poor study habits	1	2	3
Family obligations (other than money problems)	1	2	3
Lack of a good place to study at home	1	2	3

18. Please rate your school on each of the following aspects.

(Circle one number on each line.)

	Poor	Fair	Good	Excellent	Don't know
Condition of buildings and classrooms	1	2	3	4	5
Equipment used in vocational courses	1	2	3	4	5
Extracurricular facilities	1	2	3	4	5
Job placement of graduates	1	2	3	4	5
Library facilities	1	2	3	4	5
Quality of academic instruction	1	2	3	4	5
Quality of vocational instruction	1	2	3	4	5
Reputation in the community	1	2	3	4	5
Student guidance and counseling	1	2	3	4	5
Teacher interest in students	1	2	3	4	5

19. How much do you agree with each of the following statements about your high school?

(Circle one number on each line.)

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly	Does not apply
School should have placed more emphasis on basic academic subjects (math, science, English, etc.)	1	2	3	4	5
School should have provided more help for students who were having trouble with subjects like math and reading	1	2	3	4	5
Most required courses here are a waste of time	1	2	3	4	5
School should have placed more emphasis on vocational and technical programs	1	2	3	4	5
School did not offer enough practical work experience	1	2	3	4	5
School provided me with counseling that will help me continue my education	1	2	3	4	5
School gave me new ideas about the type of work I wanted to do	1	2	3	4	5
School provided me with counseling that helped me get a better idea of myself and my relations with other people	1	2	3	4	5
School provided me with counseling that will help me find employment	1	2	3	4	5
School should help students find jobs when they leave school	1	2	3	4	5
School should have used more television lectures	1	2	3	4	5
School should have used teaching machines or computer-assisted instruction more extensively	1	2	3	4	5

20. How important is each of the following to you in your life?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
Being successful in my line of work	1	2	3
Finding the right person to marry and having a happy family life	1	2	3
Having lots of money	1	2	3
Having strong friendships	1	2	3
Being able to find steady work	1	2	3
Being a leader in my community	1	2	3
Being able to give my children better opportunities than I've had	1	2	3
Living close to parents and relatives	1	2	3
Getting away from this area of the country	1	2	3
Working to correct social and economic inequalities	1	2	3

21. How do you feel about each of the following statements?

(Circle one number on each line.)

	Agree strongly	Agree	Disagree	Disagree strongly	No opinion
I take a positive attitude toward myself	1	2	3	4	5
Good luck is more important than hard work for success	1	2	3	4	5
I feel I am a person of worth, on an equal plane with others	1	2	3	4	5
I am able to do things as well as most other people	1	2	3	4	5
Every time I try to get ahead, something or somebody stops me	1	2	3	4	5
Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4	5
People who accept their condition in life are happier than those who try to change things	1	2	3	4	5
On the whole, I'm satisfied with myself	1	2	3	4	5

22. Do you plan to use funds available from any of the following programs for further study beyond high school?

(Circle one number on each line.)

	No, I do not plan to use it	Yes, I plan to use it	I do not know enough about the program to answer the question
College or university scholarship or loan (athletic or academic)	1	2	3
State or local scholarship or loan program	1	2	3
Scholarship from a private organization or company	1	2	3
Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension)	1	2	3
ROTC Scholarship Programs	1	2	3
College Work-Study Program	1	2	3
Social Security Benefits for Students Age 18 to 22 (for children of retired, disabled, or deceased parents)	1	2	3
National Defense Student Loan Program	1	2	3
Federal Guaranteed Student Loan Program	1	2	3
Educational Opportunity Grant Program	1	2	3
Health Professions Student Loan Program	1	2	3
Health Professions Scholarship Program	1	2	3
Nursing Student Loan Program	1	2	3
Nursing Scholarship Program	1	2	3
General Scholarship Program	1	2	3
Law Enforcement Education Program	1	2	3
Veterans Administration War Orphans Educational Assistance Program	1	2	3
Regular bank loan	1	2	3

23. Here are some reasons others have given for not planning to get financial aid for study from sources outside the family. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Does apply to me
I do not plan to get more schooling	1	2
My parents or I will be able to pay for more education without getting *any* outside financial aid	1	2
I do not want to go into debt	1	2
I do not expect to qualify for the scholarship or loan I'm interested in because of my family's income	1	2
I do not expect to qualify for the scholarship or loan I'm interested in because of my high school grades	1	2
I do not expect to qualify for the scholarship or loan I'm interested in because of my test scores	1	2
Students from my racial or ethnic group have too much difficulty getting financial aid	1	2
Some other reason	1	2

24. How important is each of the following to you in selecting a job or career?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
Making a lot of money	1	2	3
Opportunities to be original and creative	1	2	3
Opportunities to be helpful to others or useful to society	1	2	3
Avoiding a high-pressure job that takes too much out of you	1	2	3
Living and working in the world of ideas	1	2	3
Freedom from supervision in my work	1	2	3
Opportunities for moderate but steady progress rather than the chance of extreme success or failure	1	2	3
The chance to be a leader	1	2	3
Opportunities to work with people rather than things	1	2	3
Having a position that is looked up to by others	1	2	3

C SECTION Plans for the future . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

25. In the column under YOU, circle the one number that goes with the best description of the kind of work you would like to do. Under FATHER, circle the one number that best describes the work done by your father (or male guardian). Under MOTHER, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed but circle the one that comes closest. If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do.

	(Circle one number in each column.)		
	You	Father	Mother
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01	01	01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02	02	02
FARMER, FARM MANAGER	03	03	03
HOMEMAKER OR HOUSEWIFE	04	04	04
LABORER such as construction worker, car washer, sanitary worker, farm laborer	05	05	05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	06	06	06
MILITARY such as career officer, enlisted man or woman in the armed forces	07	07	07
OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant	08	08	08
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress	09	09	09
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	10	10	10
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	11	11	11
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	12	12	12
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	13	13	13
TECHNICAL such as draftsman, medical or dental technician, computer programmer	14	14	14

26. How important was each of the following factors in determining the kind of work you plan to be doing for most of your life?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
Previous work experience in the area	1	2	3
Relative or friend in the same line of work	1	2	3
Job openings available in the occupation	1	2	3
Work matches a hobby interest of mine	1	2	3
Good income to start or within a few years	1	2	3
Job security and permanence	1	2	3
Work that seems important and interesting to me	1	2	3
Freedom to make my own decisions	1	2	3
Opportunity for promotion and advancement in the long run	1	2	3
Meeting and working with sociable, friendly people	1	2	3

27. When did you first decide whether you would go to college or not?

(Circle one.)

I decided before the 10th grade	1
I decided in the 10th grade	2
I decided in the 11th grade	3
I decided this year	4
I'm still undecided	5

28. Whatever your plans, do you think you have the ability to complete college?

(Circle one.)

Yes, definitely	1
Yes, probably	2
Not sure	3
I doubt it	4
Definitely not	5

29. To answer this question, circle one number for the highest level of education you would like to attain, and also circle one for the highest level you plan to attain.

(Circle one number in each column.)

	Would like to attain	Plan to attain
Less than high school graduation	1	1
Graduate from high school but not go beyond that	2	2
Graduate from high school and then go to a vocational, technical, business, or trade school	3	3
Go to a junior college	4	4
Go to a four-year college or university	5	5
Go to a graduate or professional school *after college*	6	6

30. What are your plans for military service?

(Circle one.)

Doesn't apply to me	1
I definitely plan to volunteer for service for a period of two or more years	2
I would seriously consider volunteering for a period of two or more years	3
I might consider volunteering	4
I would not consider volunteering	5
I have no plans at this time	6

31. What is the one thing that most likely will take the largest share of your time in the year after you leave high school?

(Circle only one number and then follow the directions beside that number.)

	(Circle one.)	Directions
Working full-time	01	→ *Go to question 32 and complete Section D.*
Entering an apprenticeship or on-the-job training program	02	→ *Skip to page 15 and complete Section E.*
Going into regular military service (or service academy)	03	→ *Skip to page 17 and complete Section F.*
Being a full-time homemaker	04	→ *Skip to page 20 and complete Section G.*
Taking vocational or technical courses at a trade or business school full-time or part time	05	→ *Skip to page 22 and complete Section H.*
Taking *academic courses* at a junior or community college full-time or part-time	06	→ *Skip to page 25 and complete Section I.*
Taking *technical or vocational subjects* at a junior or community college full-time or part-time	07	
Attending a four-year college or university full-time or part-time	08	
Working part-time, but not attending school or college	09	→ *Skip to page 29 and complete Section J.*
Other (travel, take a break, no plans)	10	→ *Skip to page 31 and complete Section K.*

D SECTION For those planning to work full-time during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

32. When do you plan to go to work full-time?

(Circle one.)

- Before June 1972 1
- June through August 1972 2
- September through December 1972 3
- In January 1973 or later 4

33. Do you have a definite job lined up after you leave high school?

(Circle one.)

- Yes, I'll continue in a job I now have 1
- Yes, I have a new job lined up 2
- No, but I've inquired at employment agencies or potential employers, looked in the newspapers, etc. 3
- No, I haven't done anything yet to get a job 4

34. Would you be willing to move from this town or city in order to get a job you want?

(Circle one.)

- Yes, I would prefer to move away 1
- Yes, it makes no difference to me 2
- Yes, but I would prefer to find work in this community 3
- No, I am not willing to move 4

35. Is the work in the job you plan to get after high school the kind of work you think you will be doing for most of your life?

(Circle one.)

- Yes 1
- Yes, if I like the work 2
- Yes, if I succeed 3
- No, I expect to become a homemaker 4
- No, I expect to get further education so I can enter a different occupation 5
- No, I expect to go into military service 6
- No, I expect to change to a different type of work 7
- No, some other reason 8

D

CONTINUED

36. Do you have definite plans to continue your schooling part-time while working full-time during the year after you leave high school?

(Circle only one number and then follow the directions beside that number.)

	(Circle one.)	Directions
No	1	→ *Answer question 37 below.*
Yes, I plan to attend a vocational, technical, trade, or business school part-time	2	→ *Skip to page 22 and complete Section H.*
Yes, I plan to take a correspondence course leading to vocational certification	3	
Yes, I plan to attend college or university part-time	4	→ *Skip to page 25 and complete Section I.*
Yes, I plan to take a correspondence course leading to a regular college degree	5	

37. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Applies to me
Need to earn money to support my family	1	2
Need to earn money before I can pay for further schooling	1	2
Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied at one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
Am waiting to enter armed service	1	2
My future plans do not require more schooling	1	2
Want to take a break, may attend school later	1	2
Plan to be married	1	2
School is not for me; I don't like it	1	2
Other	1	2

Now skip to page 31 and complete section K.

SECTION I

For those planning to go to a four-year college or university, junior or community college, or take college-level correspondence courses during the year after leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

65. When do you expect to begin college?

(Circle one.)

- Before June 1972 1
- June through August 1972 2
- September through December 1972 3
- In January 1973 or later 4

66. Have you applied for admission to any college or university?

(Circle one.)

- Yes, to one college 1
- Yes, to two or three colleges 2
- Yes, to four or more colleges 3
- No, the college I'm planning to attend does not require advance application for admission 4
- No, I plan to apply soon 5

67. Have you been accepted by any college or university?

(Circle one.)

- Yes 1
- No, I have applied but have not been accepted 2
- No, I have not applied to any college 3

68. How important are each of the following in choosing the college you plan to attend?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
College expenses (tuition, books, room, and board)	1	2	3
Availability of financial aid such as a school loan, scholarship, or grant	1	2	3
Availability of specific courses or curriculums	1	2	3
Reputation of the college in academic areas	1	2	3
Reputation of the college in athletic programs	1	2	3
Friends' plans to attend the college	1	2	3
College admission standards	1	2	3
Parents attended the college	1	2	3
Advice of a counselor or teacher	1	2	3
Advice of your parents	1	2	3
Able to live at home and attend the college	1	2	3
Able to return home frequently because of nearness of the college	1	2	3
Availability of an ROTC or other officer training program	1	2	3

70. Which of the following best describes the college at which you plan to study?

(Circle one.)

A two-year college (junior college, technical institute, vocational school, or community college)	1
A four-year college or university	2
Have not decided yet	3

71. How will you enroll in the course of study you plan on taking?

(Circle one.)

Regular classes full-time	1
Regular classes part-time	2
By correspondence only	3
I don't know	4

72. Do you plan to transfer to a four-year college or university after junior or two-year college?

(Circle one.)

No, I plan to attend or take courses at a four-year college after high school	1
Yes, I definitely plan to transfer	2
I have tentative plans to transfer	3
I am undecided about transferring	4
I probably won't transfer	5
I definitely won't transfer	6

73. How much do you think it will cost you to attend college or take courses during the first year after you leave high school? Please include all expenses for one year (fees, tuition, room and board, books, etc.) in your estimate.

(Circle one.)

Less than $500	01
$500–$749	02
$750–$999	03
$1,000–$1,499	04
$1,500–$1,999	05
$2,000–$2,499	06
$2,500–$2,999	07
$3,000–$3,499	08
$3,500–$4,499	09
$4,500 or more	10
I don't know	11

74. From which of the following sources do you expect to get money to pay for your college education?

(Circle one number on each line.)

	Do not expect to	Expect to
Parents	1	2
Savings or summer earnings	1	2
Earnings while taking the course	1	2
Husband or wife	1	2
Other relatives (not parents)	1	2
College Work-Study Program	1	2
National Defense Student Loan Program	1	2
Educational Opportunity Grant Program	1	2
Federal Guaranteed Student Loan Program	1	2
Other loan	1	2
Private scholarship or grant	1	2
Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension)	1	2
Social Security Benefits for Students Age 18 to 22 (for children of retired, disabled, or deceased parents)	1	2
Other sources	1	2

75. Do you plan to work at the same time you are taking the courses?

(Circle one.)

- No 1
- Yes, 1 to 5 hours a week 2
- Yes, 6 to 10 hours a week 3
- Yes, 11 to 15 hours a week 4
- Yes, 16 to 20 hours a week 5
- Yes, more than 20 hours a week 6
- Yes, but I don't know how many hours a week 7
- I don't know 8

76. Which of the following best describes your plans about participating in an officer training program, such as ROTC, while you are in college?

(Circle one.)

- Would not under any circumstances take ROTC or a similar program 1
- Would give some consideration to taking ROTC or a similar program 2
- Willing to take ROTC or similar program 3
- Definitely plan to take ROTC or similar program 4
- Don't really know 5

Now skip to page 31 and complete section K.

K SECTION For everyone . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

81. If there were no obstacles, what would you most like to be doing during the year after you leave high school?

(Circle one.)

- Working full-time 01
- Entering an apprenticeship or on-the-job training program 02
- Going into regular military service or to a service academy 03
- Being a full-time homemaker 04
- Attending a vocational, technical, trade, or business school 05
- Taking *academic courses* at a junior or community college 06
- Taking *technical or vocational subjects* at a junior or community college 07
- Attending a four-year college or university 08
- Working part-time 09
- Other (travel, take a break, no plans) 10

82. Are you a veteran of the U. S. armed services?

(Circle one.)

- No 1
- Yes 2

83. Do you have a physical condition that limits the kind or amount of work you can do on a job?

(Circle one.)

- No 1
- Yes 2

84. How do you describe yourself?

(Circle one.)

- American Indian 1
- Black or Afro-American or Negro 2
- Mexican-American or Chicano 3
- Puerto Rican 4
- Other Latin-American origin 5
- Oriental or Asian-American 6
- White or Caucasian 7
- Other 8

O.M.B. No. 51-72009
APPROVAL EXPIRES 1-31-73

Student's School Record Information

School Name _____

School Code | | | | | Student Number | |

Student's Name | | | | |

Most of this information should be obtainable from the school's records. However, information not available from the records may be obtained by interviewing the student, using a blank copy of this form as an interview guide.

Student's Address

NUMBER STREET

CITY STATE ZIP

Social Security Number _____ ____ _____

Rank in Senior Class _____

Total Number in Senior Class _____

1. What is this student's overall academic average? (Use whichever grading system is used by your school.)

Grading system	(Circle one.)	Student's average	School's grade scale: Lowest possible	School's grade scale: Highest possible
Average letter grade	1			
Percentage grade average	2			
Grade-point (numerical grade) average	3	_____	_____	_____
Other	4			

2. If the student has taken either of the following college admissions tests, indicate the year the test was taken and the scores received (record only the most recent set of scores for each test).

SAT – YEAR TAKEN 19 ☐☐

SAT scores:

Verbal ☐☐☐

Quantitative ☐☐☐

ACT – YEAR TAKEN 19 ☐☐

ACT scores:

English Expression ☐☐

Social Studies Reading ☐☐

Science Reading ☐☐

Mathematics ☐☐

Total Score ☐☐

3. Has this student transferred to this school from another school?

(Circle one.)

No 1

Yes 2

6. **What is the position of this student in ability groups or tracks? There are four parts to this question. Answer all parts that apply to this student.**

	PART I: Did the student take courses like this during the past year? (If "Yes", answer II.)		PART II: Were ability groups or tracks used in these courses? (If "Yes", answer III and IV.)		PART III: How many ability groups were used in these courses? (Enter numbers.)	PART IV: In which groups was this student placed in these courses? (Circle one number on each appropriate line.)					
	No	Yes	No	Yes							
Science or math courses	1	2	1	2	_____	1st	2nd	3rd	4th	5th	6th or lower
English or language courses	1	2	1	2	_____	1st	2nd	3rd	4th	5th	6th or lower
Social studies courses	1	2	1	2	_____	1st	2nd	3rd	4th	5th	6th or lower
Vocational-technical or job-training courses	1	2	1	2	_____	1st	2nd	3rd	4th	5th	6th or lower

7. **Which of the following most closely describes this student's course of study?**

(Circle one.)

- General — 1
- Academic or college preparatory — 2
- Vocational-technical:
  - Agricultural occupations — 3
  - Business or commercial occupations — 4
  - Distributive education — 5
  - Health occupations — 6
  - Home economics occupations — 7
  - Trade or industrial occupations — 8

8. **Has this student received either of the following kinds of remedial instruction?**

(If you circle 2 [under HAS RECEIVED], please circle the number of semester hours of remedial instruction the student has received.)

	Has not received	Has received	Number of semester hours					
Remedial instruction in mathematics	1	2	1	2	3	4	5	6+
Remedial instruction in reading or languages	1	2	1	2	3	4	5	6+

9. **Is this student officially classified as handicapped by specialized professional personnel other than a classroom teacher?**

(Circle one number and follow the directions beside the number you circled.)

	(Circle one.)	Directions
No	1	→ *Skip to Question 11.*
Yes	2	→ *Proceed to Question 10.*